Reading Assessment: SCSU Literacy Center (DRAFT TEMPLATE)

**Student Name**: **School:**

**Date of Birth:**   **Grade:**

**Age:**  **Clinician(s):**

**Date(s) of Testing:** April-May 2012

**General Information:** The primary purpose of this report is to describe \_\_\_\_\_\_\_\_’s oral and silent reading performance as a \_\_\_\_ year-old student in\_\_\_\_ grade. To evaluate \_\_\_\_’s reading, she/he completed the following assessments:

* *Qualitative Reading Inventory 5 (QRI),*
* *Comprehensive Test of Phonological Processing (CTOPP),*
* *RED Phonics Survey,*
* *Test of Word Reading Efficiency (TOWRE),*
* *Test of Silent Word Reading Fluency (TOSWRF),*
* *Gray Oral Reading Test 4th Edition (GORT-4),*
* *Peabody Picture Vocabulary Test 4th Edition (PPVT-4),*
* *Test of Reading Comprehension (TORC-4),*
* *Test of Early Written Language (TEWL)*,
* *Woodcock Reading Mastery Test 3rd Edition (WRMT-III)*.

These tests provide information on \_\_\_\_\_\_\_ level of proficiency in a number of reading and writing areas including phonological processing, word identification, fluency, vocabulary, spelling, comprehension, and composition.

**Background Information:**

\_\_\_\_\_\_\_\_\_is presently a third grader at Highland School. He was 8 years 11 months at the time of testing. According to the intake interview with his mother, \_\_\_\_\_\_\_ currently receives special education services in language arts, math, speech and language services as well as OT. \_\_\_\_\_\_\_ is also using adaptive technology to assist him in his writing. His mother reported concerns about his reading ability and being able to read grade level materials.

**Behavioral Observations**: *Comments on engagement and behavior during assessment/instructional sessions (e.g. motivated, persists when tasks become difficult, gets to work right away, talkative, needs frequent redirection to attend to tasks, fidgety, frequent questions on directions – but don’t interpret, just report. For instance, if a child is fidgety, it doesn’t necessarily mean that he’s not paying attention. In fact, fidgeting or doodling may actually be a way for him to focus on certain tasks!) Also, behavior may change with different tests, activities, and materials. You can also include these observations when writing up a brief summary of results for each session.*

**Understanding Standard Scores:** The results of most of these tests are reported in standard scores and percentiles. Standard scores between 8 and 12 indicate average performance. When looking at percentile scores, the average range falls between the 25th and 75th percentile. If \_\_\_\_\_\_\_\_ scored in the 50th percentile, her/his performance on a particular reading task is equal to or better than 50% of students of a comparable age or grade. Average scores on other standardized tests fall between 90 and 110. In this case, a standard score of 100 is commensurate with a score at the 50th percentile. Finally, some tests may use both scales when reporting standard scores. For instance, average standard scores for individual subtests fall between 8 and 12, but composite scores (combined subtests) or quotients (overall total) are based, generally, on an average scale ranging from 90-110.

**Clinic Assessments**

**Reading Capacity**

1. **Phonological Processing:**

Comprehensive Test of Phonological Processing (CTOPP): The CTOPP assesses six subcategories of phonology, which provide three composite scores.

**Phonological Awareness** refers to a child’s awareness of and access to the sound structure of oral language. This is assesses by two tasks, Elision task and Blending words. The Elision task requires the deletion of syllables and then phonemes (sounds) from words. The blending words task asks a child to combine or blend separate sounds to form words.

**Phonological Awareness**

|  |  |  |
| --- | --- | --- |
| Subtest | Standard Score | Percentile |
| Elision | 8 | 25th |
| Blending Words | 9 | 37th |
| Composite | 91 | 27th |

**Phonological Memory** refers to the ability to code information phonologically for temporary storage in working or short term. This area is measured by the extent to which a child can 1) correctly repeat a series of numbers, and 2) accurately repeat nonwords that gradually increase in length.

**Phonological Memory**

|  |  |  |
| --- | --- | --- |
| Subtest | Standard Score | Percentile |
| Memory for Digits | 4 | 2nd |
| Nonword Repetition | 8 | 25th |
| Composite | 82 | 5th |

**Rapid Naming** refers to the ability to efficiently retrieve phonological information from long term or permanent memory. Rapid naming is assessed by the speed with which letters and numbers are recalled.

**Rapid Naming**

|  |  |  |
| --- | --- | --- |
| Subtest | Standard Score | Percentile |
| Letters | 9 | 37th |
| Digits | 8 | 25th |
| Composite | 91 | 27th |

**Results:**

On the Phonological Awareness and the Rapid Naming sections of the assessment \_\_\_\_\_\_\_\_’s scores fall in the low average range. Of the three areas tested (Phonological Awareness, Phonological Memory and Rapid Naming) the area of Phonological Memory was below average and the lowest score of the three tested areas. In looking at the results, certain observations can be noted. On all the rapid naming tasks, \_\_\_\_\_\_\_ was able to name all the letters and digits with no errors. When looking at the Blending and Segmenting of Nonwords, all nine errors maintained the initial sound or cluster (ship/ship, bap/basp, etc.). When analyzing the errors on the Blending Words test, it was observed that all four miscues had incorrect initial sound/letter/cluster (nips/miss, jump/snop, mistake, snake, circus/snerk).

1. **Decoding/Word Identification/Fluency:**

**CORE or RED Phonics Survey**: The Red Phonics Survey includes subtests in letter name identification, consonant sounds, vowel sounds, reading and decoding, and spelling. This informal assessment is helpful in understanding a student’s grasp of phonic elements.

**Results:**

\_\_\_\_\_(brief description of scores/pertinent behaviors observed while completing test)

**The Test of Word Reading Efficiency (TOWRE):** The TOWRE is a timed test that assesses a student’s ability to quickly and accurately read sight words as well as her ability to apply phonetic and structural analysis strategies to decode single and multisyllabic nonsense words.

**TOWRE Scores**

|  |  |  |
| --- | --- | --- |
| Subtest | Standard Score | Percentile |
| Sight Word Efficiency | **85** | **16th** |
| Phonemic Decoding Efficiency | **77** | **6th** |
| Total Word Reading Efficiency | **77** | **6th** |

**Results:**

\_\_\_\_\_\_\_\_ scores fall in the following descriptive categories: Sight Word Efficiency is in the average range. The Phonemic Decoding Efficiency is in the poor range. The total word reading efficiency is in the poor range. On the Sight Word Efficiency section, \_\_\_\_\_\_\_ attempted 38 words in 45 seconds. Three words were incorrectly identified. \_\_\_\_\_ attempted to sound out the words. The miscues on this section contained appropriate initial and most ending sounds but medial sounds were incorrectly identified in two of three miscues (mat/meat, waint/want, bet/better). On the Phonemic Decoding Efficiency task \_\_\_\_\_\_\_ attempted 13 nonwords in 45 seconds. When analyzing his miscues on the Phonemic Decoding Efficiency, \_\_\_\_\_\_\_\_’s errors included additional sounds added to 5 of the 8 nonwords that were incorrectly identified (pu/pig, nas/naby, mapnap/mib, etc.) In three of the eight miscues, the initial sounds were changed (ku/luckie, dat/bat, ral/ald).

**QRI TEST DATA (Word Identification)**

**The Qualitative Reading Inventory (Graded Word Lists):** Rather than indicating a “score” per se, the Qualitative Reading Inventory (QRI) provides the means through which educators can report on the reading behaviors and performance of a child using materials typical of that student’s particular grade. It is an individually administered informal reading test made up of **word lists** and passages. The QRI is useful in determining a student’s reading level and helping teachers plan instruction as it pertains to building sight word vocabulary and decoding skills.

|  |  |  |
| --- | --- | --- |
| Level | Word List % | Word List Read Level |
| Preprimer | 95% | Independent |
| Primer | 90% | Independent |
| Grade 1 | 75% | Instructional |
| Grade 2 | 45% | Frustration |

**Results:**

This graded word lists subtest of the QRI indicates the level at which students can accurately identify words at sight or, with analysis of words misread initially, during a second attempt. In the Preprimer and Primer levels, \_\_\_\_\_\_\_\_\_ identified over 80% automatically. The level of automaticity decreased as \_\_\_\_\_\_\_\_\_ read grade one and grade two level words. In analyzing the errors and comparing to the findings in the TOWRE, \_\_\_\_\_\_\_ had miscues that used incorrect initial sounds/letters (hound/sound, outer/without, tiny/shiny).